K.R.1.1 Students can **identify** and **manipulate** <u>phonemes</u> and words in spoken language.

Learning Targets:
- Listen to sounds and words and classify as same or different
- Recognize and count the number of sounds in a syllable, syllables in a word, and words in a sentence
  - Identify and produce rhyming words
  - Identify initial, medial, and final sounds in words
  - Blend consonant-vowel-consonant (CVC) sounds aloud to make words
- Blends syllables and onset and rimes
- Segment sounds within words and syllables.
- Substitute phonemes to make new words.

Verbs Defined:
- Identify – show what I know by telling
- Manipulate – take apart, put together, and change one part for another

Key Terms Defined:
- Phonemes – the smallest units of sound

Teacher Speak:
Students can identify (show what I know by telling) and manipulate (take apart, put together, and change one part for another) phonemes (the smallest units of sound) in spoken language.

Student Speak:
I can show what I know by telling (identify) and take apart, put together, and change one part for another (manipulate) the smallest units of sound (phonemes) in spoken language.

Example:
Same or Different: hat / hat   hat / mop
Count syllables in word: happy / 2
Words in a sentence: The dog ran. / 3
Rhyming Words: Bear/ hair   hop/mop
Onsets/ Rimes: fl / ip, b / at
Substitute Phonemes: hen / men/ pen/   cat/ cut/ cot   hip/ hit/ him

Possible resources/references:

K.R.1.2 Students can match letters and sounds and use them in <u>decoding</u> and making C-V-C words.

Learning targets to meet this standard:
- Match all consonant and short vowel sounds to appropriate letters
- Recognize how changing the first letter of a word changes a word
- Read their own names

Verbs Defined:

Key Terms Defined:
- Decoding – taking a word apart and saying it correctly

Teacher Speak:
Students can match letters and sounds and use them in decoding (taking a word apart and saying it correctly) and making C-V-C words.

Student Speak:
I can match letters and sounds and use them in taking a word apart and saying it correctly (decoding) and making C-V-C words.

Example:
Word Families
Making CVC words using letter tiles, sounding them out, and writing them

Possible resources/references:

K.R.1.3 Students can **comprehend** and use vocabulary from <u>text</u> read aloud.

Learning targets to meet this standard:
- Identify and sort pictures and common words into categories
- Use words to describe location, size, color, and shape
- Identify common signs and symbols
- Listen to stories read aloud and use the vocabulary from those stories in oral language

Verbs Defined:
- Comprehend – understand and make sense of

Key Terms Defined:
- Text – written materials

Teacher Speak:
The student can comprehend (understand and make sense of) and use vocabulary from text (written materials) read aloud.

Student Speak:
I can understand and make sense of (comprehend) and use vocabulary from written material (test) read aloud.

Example:
Location words: above, below, in front of, behind
Common signs and symbols: stop sign, McDonalds, restrooms

Possible resources/references:

K.R.2.1 Students can **comprehend** and **respond** to <u>text</u> read aloud.

Learning targets to meet this standard:
- Uses picture and story clues to predict what will happen next
- Identify character, setting, and important events after listening to text
- Relate stories to personal experiences
- Retell a story using beginning, middle, and end
- Respond to stories by answering questions and participating in discussions

Verbs Defined:
- Comprehend – understand and make sense of
- Respond – tell, illustrate, or write about

Key Terms Defined:
- Text – any written material

Teacher Speak:
Students can comprehend (understand and make sense of) and respond (tell, illustrate or write about) text (written material) read aloud.

Student Speak:
I can understand and make sense of (comprehend) and tell, illustrate, or write about (respond) written material (text) read aloud.

Example:

Possible resources/references:

K.R.2.2 Students can **identify** all upper-case and lower-case letters and matching sounds with <u>automaticity</u>**.**

Learning targets to meet this standard:
- Identify upper- and lower-case letters of the alphabet
- Match consonant and short vowel sounds in letters

Verbs Defined:
- Identify – show what I know by pointing, telling, and writing

Key Terms Defined:
- Automaticity – quickly and easily

Teacher Speak:
The students can identify (show what I know by pointing, telling, and writing) all upper-case and lower-case letters and matching sounds with automaticity (quickly and easily).

Student Speak:
I can show what I know by pointing, telling, and writing (identify) all upper-case and lower-case letters and matching sounds quickly and easily (automaticity).

Example:

Possible resources/references:

K.R.2.3 Students can read sight words and <u>high-frequency</u> words with <u>automaticity</u>.

Learning targets to meet this standard:
- Introduce words gradually
- Practice reading words using a variety of methods
- Use a list for cumulative growth

Verbs Defined:

Key Terms Defined:
- Automaticity - quickly & easily
- High-frequency words – words used often

Teacher Speak:
Students can read sight words and high-frequency words (words used often) with automaticity (quickly and easily).

Student Speak:
I can read sight words and words used often (high-frequency words) quickly and easily (automaticity).

Example:
Drill with flash cards, word games, word wall, etc.

Possible resources/references:
Dolch word list, Frey word list, or reading series

K.R.3.1 Students can **identify** <u>concepts of print</u> in text.

Learning targets to meet this standard:
- Identify the front cover, back cover, and title page of a book
- Track print from left to right and from top to bottom on the printed page
- Turn pages in the correct direction
- Distinguish between uppercase (capital) and lowercase letters
- Identify ending punctuation
- Identify upper-case (capital) letters

Verbs Defined:
- Identify – show what I know by pointing writing, speaking, or drawing

Key Terms Defined:
- Concepts of print – front cover, back cover, title page, top and bottom of page, tracking print from left to right, words vs. letters, and ending punctuations

Teacher Speak:
Students can identify (show what I know by pointing, writing, speaking, or drawing) concepts of print (front cover, back cover, title page, top and bottom of page, tracking print from left to right, words vs. letter, and ending punctuations) of a book.

Student Speak:
I can show what I know by speaking, drawing, or writing (identify): the front cover, back cover, title page, top and bottom of page, tracking print from left to right, words vs. letters, ending punctuations (concepts of print) in text.

Example:

Possible resources/references:
Literature based material

K.R.3.2 Students can tell what <u>authors</u> and <u>illustrators</u> do.

Learning targets to meet this standard:
- Point out author and illustrators when reading
- Describe what authors and illustrators do
- Read and discuss multiple works by the same author and illustrator

Verbs Defined:

Key Terms Defined:
- Authors – people who write the story
- Illustrators – people who create the pictures for a story

Teacher Speak:
Student can tell what authors (people who write the story) and illustrators (people who create the pictures for a story) do.

Student Speak:
I can tell what the people who write the story (author) and the people who create the pictures for a story (illustrators') do.

Example:

Possible resources/references:
Literature based material

K.R.3.3 Students can **distinguish** <u>fiction</u> from <u>nonfiction</u>.

Learning terms to meet this standard:
- Listen and respond to examples of fiction (nursery rhymes or song, folktales, fairytales, plays, and classic and contemporary literature)
- Listen and respond to examples of nonfiction (biographies, science, social studies, health or other content books)
- Identify whether favorite books and stories are fiction or nonfiction

Verbs Defined:
- Distinguish – tell the difference between

Key Terms Defined:
- Fiction - make believe
- Nonfiction – real

Teacher Speak:
Students can distinguish (tell the difference between) fiction (make believe) from nonfiction (real).

Student Speak:
I can tell the difference between (distinguish) make believe (fiction) and real (nonfiction).

Example:

Possible resources/references:
Literature based materials

K.R.4.1 Students can **recognize** that literature from various <u>cultures</u> shows differences.

Learning targets to meet this standard:
- Listen and respond to stories, poems, songs from various cultures
- Discuss the differences shown about various cultures

Verbs Defined:
- Recognize – show by pointing or explain by speaking, writing or drawing

Key Terms Defined:
- Cultures – people of different backgrounds

Teacher Speak:
Students can recognize (show by pointing, or explain by speaking, drawing, or writing) that literature from various cultures (people of different backgrounds) shows differences.

Student Speak:
I can show by pointing or explain by speaking, drawing, or writing (recognize) that literature from various people of different backgrounds (cultures) shows differences.

Example:

Possible resources/references:
Literature based material

K.R.5.1 Students can **locate** <u>informational text</u> at school.

Learning targets to meet this standard:
- Point or locate labeled printed materials including symbols within their school

Verbs Defined:
- Locate – find

Key Terms Defined:
- Informational text - printed material that gives information

Teacher Speak:
The students can locate (find) informational text (printed material that gives information) at school.

Student Speak:
I can find (locate) printed material that gives information (informational text) at school.

Example:
Bulletin boards
Word walls
Number lines
Calendar
Environmental print
Big books
Stories
Magazines
And other printed material

Possible resources/references:

K.R.5.2 Students can **alphabetize** letters.

Learning target to meet this standard:
- Say the alphabet
- Recognize the letter that comes before and after a letter

Verbs Defined:
- Alphabetize – put letters in A B C order

Key Terms Defined:

Teacher Speak:
Students can alphabetize (put letters in A B C order) letters.

Student Speak:
I can put letters in A B C order (alphabetize).

Example:

Possible resources/references: